

*****UNOFFICIAL MINUTES*****
Williamson Central School
Board of Education
Virtual Meeting Transcription for April 22, 2020

We are live now. All right. Good evening everyone. Uh, we are already in, um, public session. We just came out of an executive session, so the board meeting has already started. So we are going to, uh, reconvene into open session and jump right into the announcements. I have no announcements. Okay. Hi there. Uh, reports from district administrators.

We have that listed under public content. So anybody who's watching, um, can access our board docs link, um, mg. do you know if the board docs link is also live, um, in the same post as our going live or can we pin that in the Facebook post? I don't think it is. Um, we'll see if we can get it up there. It is available from our website also.

Okay, that would be great. So, uh, people who are falling along can open up board docs and, um, literally follow the agenda with us and see where we have public contents of, that'd be great. I'd love, go ahead. Um, and I realized that the admin team is not online. They're watching the stream, but in the updates, a couple of the buildings mentioned.

Numbers of kids that either do not have internet access or the teachers have not been able to make contact with. Do we know what that number is for the elementary school? Yeah, I have that information and I'll share it with the remote learning update. Okay. You want it right now? It's at the elementary school.

15 thank you. Thanks. And thank you to the Edmund team for, um, putting the into writing. I know that it's an extra step for you guys during a busy time. Um, but it's nice for us and the community to be able to read what's happening in your buildings. So thanks again for that. Alright. Onto district committee reports.

Uh, yesterday we had a logo committee meeting, um, light on the rest of the meetings. Uh, that meeting was fantastic. Um, I cannot wait for the rest of the board and the community to see the work we've done around this. Um, for anybody who is, uh, logged in, um, for the first time in awhile watching us, we have been working on, um, branding the district.

We did a great job, uh, started two years ago with our deep roots, core values, bright futures, and now we're just doing some work around, um, the graphics that we use to tell that story. Making sure that they are graphics that are able to translate well on all types of mediums, whether it's jerseys, clothing, the actual soccer fields, a letterhead, et cetera.

So we're really, really excited to be moving forward with that work. And we're very close to done.

Jamie, will we, will we see maybe at the next board meeting, will someone be bringing. Kind of the output of that. Yes. Um, I think we will, we're at the third revision of, um, the project, I think by the next meeting, um, which I don't think we have that on the schedule yet. Um, but my guess is we'll be at a place to, um, share out all of that information.

Oh and thank you to uh, Ryan Dixon and, uh, alumni Williamson who, um, has been, uh, commissioned to do that work. He's doing a phenomenal job and who better to do it, we think than somebody who, uh, went through Williamson and this from here and knows what we're all about. So happy to have him doing that work.

Okay. A district events. I don't have any, which is really sad. That's one of the saddest things that I've seen in awhile. Uh, under four County school board association. Um, we have an upcoming board of directors meeting on Monday. Angela and I will be virtually attending that meeting. And, um. There is a vote at that meeting, um, for the officers, for the four County school board association.

And, uh, they need a quorum of schools to be in attendance to, to vote on that. So we'll report back with the results of that vote, um, after Monday.

Okay. Professional development. I, we have anything I'd like to share there. I just have one. There is an article in the last onboard that we got on April six, um, about school board policies for pandemic. Um, there were some interesting notes in there about policies that we should have in place to address situations like this.

And I kind of scan through our policies and some of them, we do have some of them. I wasn't sure if we had explicit policies, but it was an interesting article. With some information about the types of policies we should have and how the executive orders impact that, but we still need some policies around it, regardless of the executive orders.

Is that something that, um, we can put on the agenda to discuss their next policy committee meeting?

Great. Um, I think that these types of events, um. You know, there's, when you start to really look at that kind of stuff and who would've thought that something like this would ever happen in our lifetime? Um, so I'm glad that the onboard newsletter, um, their content is so timely and always so, um, uh, on point, I think.

Um, so thanks for bringing that up.

Okay. Onto board reports. I need a motion to approve the CSE case summaries.

Okay. Discussion. All in favor? Aye. Aye. Opposed passes five. Zero. Okay. Onto the treasurer's report for February. I think your first, Gary, um, I don't think there's anything, uh, out of the norm with the report. And so

does anybody have any questions?

Okay. Onto the budget update?

Okay. Well I'll, I'll start talking cause I'm good at that. Um, anyhow, um.

Because of, uh, um, our whole budget calendar is up in the air right now. And, um, we've gone through quite a few presentations tonight. We don't have a presentation. We're just calling it an update given, uh, hopefully, you know, we'll, we'll talk about, um. And where we are right now and what I would like to do.

One, uh, let the board know that, um, Greg, Mary grace and I have been talking an awful lot since our last board meeting on the first, but I would also, um, you know, invite. Um, you to, uh, go back and take a look where, where we, um, were, um, a month ago at our budget workshop on three 25 and then, um, three weeks ago.

And on the, on the first when we did present, um, a balanced budget, we get like, it's, um, a very sound budget in line with our goals and our, uh, mission. Um. Uh, just to recap, uh, was the day that we did receive our, um, uh, 20, 20, 21 state aid runs from the legislature. And, uh, we were, uh, we were facing, um, uh, further reduction in state aid than was anticipated originally from the governor's executive budget in January.

So usually it doesn't go that way, but because of, uh, the, um, state's economic situation. Um, they've already reduced, um, state aid. So at that point, uh, we were looking to, um, cover, and as you recall, we, uh, we, we had presented, um, a good sound balanced budget for April 1st based on the original projections.

But now that we're, we're looking to close in the other, um, gap of about \$200,000. Right? So all in all, he met with the, um, anticipated, uh. Federal restoration money that's included. That was, that was included in the April 1st runs. We had that \$200,000 that were, we were looking to close. So we've had a lot of conversation and, uh, is, as you recall, you did talk about some of those, uh, for the potential cuts, the first scary, does that put the overall shortfall at 1.1 million.

Mmm, well, no, we, we started with 700,000 and now we have less aid aid than we projected. Right. 200,000 I thought in our last meeting though, we were at 700,000. And then we talked about an additional 200 which put us at 900 and so is there another 200 or no, we started with 700,000 and uh, we had closed most, most of that gap.

We've closed that gap. Actually.

So if you remember when we started out, we, um, we brought forward, uh, some positions that we were not going to refill due to attrition. Um, and that brought us very close to closing the initial gap. And we presented three options for. Totally closing that gap. And we talked about that. And that, um, decision was around the security and, um, special education teacher after that is when we found out we had an additional \$200,000 gap.

So that's what Gary's referencing now when we talked about additional cuts above and beyond that, um, those are the things that we're looking at now. Okay. I'm just making sure that, you know, people who haven't been able to follow along the same path line were at, they know exactly what we're talking about.

Yep. It gets confusing cause it's sometimes a moving target and it moved on us. Right. It moved on us on April 1st it didn't move. Um, it's down is dramatically is maybe it could have or maybe it will be. So, um, we. And did, uh, well, we, we then it on the first also with, um, moving forward with a budget. But, um.

Continued budget development, acknowledging, you know, some uncertainty with the aid. Um, in the future, the governors, uh, suggested that they will be looking at its revenues, its cash flow. Uh. At quarterly periods throughout the year for this next year. So we're in territory that we haven't been in before.

So what we are doing is kind of moving forward in this budget flexibility mode. So we're, we're moving forward with what we know now. Uh, based on, um, the aid projections that we know about. And, uh, so, uh, now we're in a, we're in a pretty good spot, uh, but we still have just a, um, a little bit more work or decisions to make.

So will that warrant another budget workshop then? No, I don't think so. I think if, if we, we can talk about it here tonight. So, um, that \$200,000, that gap, it can be closed and I'll throw it out there because one of the, uh, the big ticket items that we talked about in the board seem to be. Um, uh, willing to, uh, go in that direction.

And it's far away from an instruction, is the SRO position with Verde talked about, um, the security. Then we had a further conversation, um, if needed, um, about cutting the SRO position. So what I've suggested is, is if we can move forward with that. And I've done some tightening up in certain areas of the budget, particularly in the benefits we've revisited, um, our, our total health insurance contracts, which are, which are down.

It's been kind of interesting. Um, we can close that. That this gap that I'm talking about with 75 to \$100,000 and real guts and the reading through, I'm a little tightening up of those, those benefit lines, and I'm comfortable with tightening up those lines up to that extent. Basically.

And that's still coming out, um, with the anticipated 1.9% increase. Yes. Yeah. And that's a, that's something else we can talk about. Yeah. Um, you know, I, I know that we've had a few conversations, um, so sort of side conversations, uh, individually since our budget workshop where we talked about that. And we, um.

Looked at those recommendations that Greg has made, and you know, I'll just throw my 2 cents in. I have a really hard time in these times right now. Um. Asking the the community to increase taxes. And I know that that contradicts what I said four weeks ago, four weeks ago when we had that budget workshop.

And I said that, um, you know, if we don't increase our taxes, it is, it takes forever to catch up. Right. And I've. I S I believe that that's the case. And I have always felt very strongly that, um, in order to continue to keep up, we have to continue to raise taxes. I never anticipated this crazy world we're living in right now to happen.

And, you know, I'm having conversations with, um, community members and friends, um, who are in, you know, financial. Uh, constraints that they never been in before. And, um, you know, I think I would be remiss to not, at the very least, you know, bringing that up and talking about things have really changed in four weeks.

Um, and I think they've taken a path that none of us really expected. Okay.

Angela, I had a question about, um, what Gary was talking about just a minute ago, if I understood you correctly. So the 200,000 incremental gap that we now face as of April 1st you think that you can find 75 to 100,000 on that, or you have found the whole thing through the SRO position and other tightening of

And other areas, it would include the SRO position. And that gets us the whole 200,000 or just a hundred thousand. That gets the, gets us about 78,000. Uh, so what I was saying, we could, um, you know, we're, we're looking at, um. A couple of other positions where we could save a 20, 25, \$30,000, um, and taken those two things and, um, um, tightening up on, um, um, some of the line items in particular, the benefits area.

Um, then we can close that gap. So the 200,000 wouldn't include definitely the SRO, um, in possibly another position. Can I assume that those are some of the positions that were on the list that we talked about at the workshop? Yeah. So we have revisited that list, added to it, prioritized it. Um, and again, when we talk about positions in a small district like ours specifically, um, it's very difficult because a lot of names are associated with them.

And so, uh, right now we want to keep it general in terms of, we do have a couple of places where we think we can, um, make those reductions. Okay. Can we visit? Can we be Jamie's point, just so we can discussion? Can you hear me correct? I do have a question for Gary, and

I think I asked it during the workshop, but I don't remember the answer and I can't scramble through my notes right now.

If we put forth a budget that is anywhere less than the allowable limit. Does that have an impact on what we can put forth the following year? Isn't that part of the equation somehow? Yeah, so basically, um, we don't lose it off. We can, um, we can, we can basically, um, um. Take the the current year limit next year, we carry over about 150 \$160,000 without losing that money.

So it's 1.5% of the current year levee basically that we can carry over. Anything beyond that, we would lose current levy. Gary reminded me is, I know it's about 10 million, but where, what is the actual number. How far off from 10 million is it? Right now? I have, um, it's, um, 10.8. Okay. So we're talking about 195 million, sorry, \$195,000, um, is what the value of the current year's levy.

Yeah, we're in that ballpark. Yep. Yeah. So we're in the 190 \$200,000 impact to Jamie's point there, right? So we're talking two positions worth of, uh, cost is the difference between the current proposed levy increase of 1.9 and. Jamie, I don't know if you're proposing zero or if you're proposing somewhere between the zero and 1.9.

I'm not proposing anything at the moment. Uh, I'm sorry, I didn't mean to put words in your mouth. That's okay. I, um, I think we need to have a conversation about exactly what you're talking about. So, you know, if we come out with a, uh, I'll just round up a 2%. Increase in taxes, right? Where that puts us in terms of cuts, if we were to come out with a 0% increase, Bob, what you're saying is that's an additional \$195 in cuts we would have to come up with.

So, and can you remind me again, um. Bob, I think we did the calculation or Gary. Um, on a \$200,000 house, the average increase in a 2% raise is approximately \$90. Per year. I think that was great. If I recall from last, last session, let's also just spend a second, if we can, Jamie, I'm not discrediting anything you said.

That is all reality. Um, and uh, but I just want to poke at it a bit. I think about the effective. Uh, date of this text chain. Right. And while I will not pretend to have any crystal ball just like everyone else, uh, I don't know where, where we're going to be in a month or three months or six months, any better than anyone else done.

But we are setting next year's tax rate. And while I have no idea what's going to happen, I'm optimistic that the return to jobs, et cetera, is, is closer than it is farther. And we're talking about a future tax, uh, change versus, you know, kind of the current year. And I realize we're going to be voting on it.

Soon. Um, but if next year is levy versus, you know, tomorrow or next month, it's just, that's just a frame of time. And again, this problem could go on for six months. I don't know anyone that would suggest it's going to be a year, but anything is possible at this point. I just want to bring that into the conversation too.

Well, I just want to pipe in a little bit and say. Hopefully the recovery happens sooner rather than later, but the implications for us as a school district and state aid will be longterm, and I would guess at least three. To five years, maybe longer. And so I think as we're having these conversations, we have to be cognizant of balancing the burden we put on our taxpayers, knowing that they're all dealing with the fiscal crisis as well.

Um, being over-reliant on reserves, which we're going to need to help get us through this crisis and really finally finding the balance there. So I think. Having the conversation is a good conversation to have, but we have to keep all of those things, um, forefront. We can't just try to solve the current problem in front of us when we're going to create more problems.

Um, for our budget down the road. You're absolutely right. I, I agree. I just wanted to make sure that, you know, we had the conversation. Yeah. I think, I think we need to have the conversation and I think what, sorry, I'm drinking. No, I was going to say, I think what Gary is saying is right now we are at. 1.9 but we're taking that flexible mindset and that's something we can revisit and talk about.

And we could be anywhere between, you know, zero and 1.9 and try to find that balance where maybe we do make some more cuts or maybe we do apply more reserves. Uh, but those are difficult decisions and we have to try to find the balance in that. I think the other item, um, Gary, that, that I think we should pay attention to in that conversation is market declines of the last, you know, two months are going to have future TRS, uh, implications and there, and those have like, what do they have?

Like, uh, they're, it's a three year average, right? So this will make it into next year cycle and then it will carry some weight for a longer period of time. And so. We don't, we don't currently have a reserve to, to support TRS increases, but those are going to increase in a year where the market is going to look like it recovered hopefully, and our TRS rates are going to increase because there's lag and rolling average too.

So that's another future year. We won't feel that pain until probably next year in the year after, long after this has hopefully recovery

and both points. We talked about. I mentioned that, um, the, yeah. Handout spread three 25 talked about retirement rates. It's not just TRS, CRS. So, um, we also talked about health insurance rate. So retirement rates, health insurance rates are two major costs drivers, and they're out of our control right. But we can help mitigate the volatility in those rates by use of reserves.

And we talked about, um, establishing a TRS was there, and my plan was, and I've spoken about it, is to, um, before the end of the year, bring you our resolution where we establish, um, such a reserve. We currently have the employees contribution reserve, which is, um, w would

work in the exact same way in terms of, um, strategies for balancing the budget with retirement costs.

And so, um, that's, that's, uh, at this point, um, a fairly healthy reserve. I always wish it was more, but, um. But the TRS reserve is just going to be another mechanism for us to help manage the reserves and, um, and plugging our, our balancing balancing budget in future years. So you will see the resolution. Um, I had, uh, in mind bringing that to you in June.

Well, one thing that I wanted to add is if we do, um, reduce the percentage on the tax levy that we were going to increase, that means more cuts and yes, we can recoup some of that money in the following year, but we wouldn't be able to build back whatever cuts that we made. That would be years down the road as we saw with the last recession before we would be able to build those pieces back in.

Um, so that's a, that's a concern because as we make cuts, now we're getting closer and closer to instruction. The only luxury we have is a little bit of time, right? Because we don't even know when the budget vote is yet. Um, but we do have some time to, um, to work and squeeze and see what we can come up with.

Greg, one of the things I asked you, um, uh, I think on the phone yesterday, um, was to take a look at, um, when are taxes or, or school taxes are due, which end of September and what kind of, um. Um, extension. Could we give there if any our community members, if, um, you know, if that could help with any hardship.

Um, you know, we weren't, we weren't sure. I think it's a community County, um, you know, paid us at some point. I, I'm concerned about two things. I guess that one is. Um, a lot of financial institutions are extending, uh, due dates for all sorts of things, right? And my fear is if people have been holding money, um, for rent or their mortgages, that's all going to become due.

And as we start to pull out of this, if, if we're pulling out of this in mid summer, end of summer, we're running right up into the deadline of when school taxes are then going to be due. Um, and so do we have any flexibility with that date? And also, if people are unable to pay those school taxes, um, what does that do to our operating budget?

Does the County reimburse us. Um, and they collect the taxes. Are you, and I had a conversation about that. I'm just curious what, yeah, yeah. So the County, the County guarantees that area. And I had a conversation about this after you and I spoke. The County guarantees it and then they collect the taxes from the people who are delinquent in their taxes.

Um, I don't see anywhere where we have any leverage to. Mmm. Provided the grace period period. Right. Um, and I don't know if it's something that the County would do if they would do that without, um, charging interest. I don't, I don't know. Yeah. I would assume they're, their

cash receipts are going to be low from sales tax, and I'll be other items that they're going to have a cash management problem.

And Gary, I would ask that question from us too. I do realize. We don't manage cash tightly, SIM cash daily cash on a tight basis because we get those lump sum tax money and stay aid increase. So it kind of comes in in bulk and we spend, as we as we need to, um, if that's something we consider obviously managing kind of a, uh, a daily cash balance, I would want, I'd be curious to make sure we manage that pretty tight and then get in trouble there.

I know. One other question to Jamie. I think Jamie, those are really good, uh, really good questions and inquiries. I, I'd be curious if we have an opportunity to know how many folks are paying their school tax into their mortgages, et cetera. Meaning, how much of it is escrowed already versus people that are paying direct.

I have no idea. I'm going to just purely speculate and say large portions are probably paid by banks rather than individuals out of escrow accounts. Um, I'd be curious if that's a, if that's a kind of a stat we could get from the County or something. Yeah, that's an interesting question. I would also wonder along those lines, if people are delaying their mortgage payments and are their escrow accounts.

Yeah, I mean, this is clearly so much larger than just us, right? I mean, this is going to triple down. We're going to be at the bottom of that trickle down. Um, but I think we need to be ready for it, for what that looks like. And I think Bob's question about managing money, uh, and our actual cashflow, right?

Cause typically on a schedule, Jamie, Jamie, you're just a little bit hard to hear. Okay. Sorry about that. Okay. Is this better? Typically right? Of school taxes are paid, whether through escrow or, um, you know, people pay them individually. Um, that money trickles down from the County to us and by a certain date, I assume every year.

Um, and if that, if that's delayed, right. I think Bob's point is. Do we have to keep a closer eye on, um, you know, how we manage the funds to, um, pay bills and, um, pay out to, uh, health insurance. Um, I mean, those bills are huge. Let me just jump in and, um, so

as we talked about. Yeah. You had the conversation. Um, I don't see any real wiggle room in getting around, um, the tax collection dates. I think a lot of this has set in real property tax law would probably have to consult with attorney to see any wiggle room. But I'd be really hesitant team and try to do that.

So our cash flow, it is this, it's managed. I, you know, I review cash, uh, pretty much every day. So, um, but what we do know about our cash in general is we rely on our September, October tax collections, right? Our tax collection period is through the month of September, October. That's almost half of our revenue.

The state aid. Uh, that we received, which is 50% of our revenue. The majority of that comes in towards the end of the air. We get a big sustaining a spring event advance. We get some throughout the year with the state aid comes in in March, and, uh, uh, so we rely on. Tax collections are carries F, is it fair to say?

So if I didn't, I really appreciate those dates. I wasn't, you know, wasn't close enough to the nuance there. That cash is probably starting to get tight near the end near like February ish where local collections, we've used a lot of in your, and you have the pending, uh, state aid coming in that that's our March, usually the tightest cash month.

Yeah, I think that's probably fair. We haven't been in a, an extremely tight cash situation. We haven't been in a position where, um, districts that do get into tight cashflow situations can borrow the money and they borrow it through tax anticipation notes or revenue anticipation. Note, this district hasn't done that.

And. And I haven't seen it done in 20 years. So more than that, uh, and I don't think any of us want to get into that position. I think we're just having the conversation about, you know. Right, right. It used to be in the good old days that you would do at almost on a regular basis, but then, then you get into other.

Um, borrowing, um, laws are arbitrage laws was, was one. So, um, even though it used to be much more common, districts generally are in. Um, those cashflow crunches,

it could be down the road with a depletion of reserves, reserves help with our cash balances. So, um, so if those were to dry up, yeah, our overall cash flow would definitely be down. Oh, just to remind you, uh, tax collections take place throughout temper without penalty. And then there's a 2%, um, penalty beginning, uh, in Tobar and we collect taxes.

We collect it, not the County. Um, and, uh, through October, whatever is not collected, and we've been very consistent from year to year, we've got a very high percentage of tax collections. What we don't collect is about 4%, three or 4% of the levy gets turned over to the County and they guarantee, you know, basically the full levy the County does.

So it's about that three or 4% or, uh. Uh, or 350, \$400,000. Um, roughly that gets turned over to the County, which we will get paid, uh, by the County in April. That's when we receive that remaining, um, uncollected Texas. So our full tax collection is, is completed in, in April, but most of the talk collected in September and October.

Increases because people can't pay their taxes. The 4% of our community, um, for one reason or another. Mmm. You know, are, are paid. I don't, so my, my question is, at what point do we, do we have an issue? I would not be shocked if that 4% is a higher number this year. So what's

the, what's the breaking point for us that, um, or for the County for that matter, where they say, well, we can't pay you, or because they're guaranteeing it, but we're getting it later.

We're getting it in April and it's a bigger chunk. We're getting an native. Yeah. I wouldn't anticipate, um, a significant impact, even if it went up, um, by 50%. It wouldn't have a significant. Cashflow impact on us. Okay. We're really saying 2% is 200,000 so if that went up 50% that would be another 200,000 on top of the normal 400,000 if you will.

Yeah. And that's, that's in one sense material in the other sense. Um, yeah, it's, it's not a, it's not a problem cashflow wise. So I just want to jump in and say, these are all things that are important to, you know, consider and think about and keep an R perspective. But the truth is we really don't know what this is going to look like moving forward.

And that's why we need to just continue to be thorough and thoughtful and come back to these conversations so that we are doing the best we can to balance and make sure our budget is in good shape. Um, the other thing I just want to mention is communicating with our, um, our stakeholder groups. You know, we, we are unable to meet with people in person.

Uh, so how are we getting this information out to our community? Um, having our live broadcast of the board meetings is a good way, but we want to just be cognizant of that and as changes come along that we're keeping our community updated as well. And finally, I just want to encourage us to embrace the political process and advocates, so they're already letter writing campaigns going on.

We can get that information out to you in our community so that we can advocate for federal subsidies and support to help us see us through these difficult times.

Okay. Thank you.

Scary. Are we still not expecting any reduction in the sales tax, uh, that we get from the County? No worries. We are not yeah, we've had co we've had conversations at the County level and that's not something that's on the table.

All right. Anything else with the budget?

Alright, let's jump into the home learning plan update.

Okay. So, um, we are midway through our first week of new learning, um, remote learning. And I'm going to provide you an update verbally. I can certainly share this. Um, it's written out so I can certainly share it if there is, um. A want or a need for that. So administrators are working with teachers to collect information on students that we are not having any contact with or hearing from.

As it stands right now, out of our population of roughly a thousand students, we have 15 elementary level students. That we have not been in contact with. Um, 20 middle school students and zero high school students with no contact, but six who are not regularly, um, con in contact with their teachers. So moving forward, the building administrators along with the counselors where that's applicable, are reaching out to these families by phone, letter, whatever we need to use to get ahold of them.

To, um, investigate what the barriers are and work with the family to determine a path forward. So we're not really sure what that will look like. It will really be determined by the family's needs. What kind of access do they have? Uh, we do have some hotspots and we'll be talking about getting those out to some families, but we have to recognize in our region, there are actually some families that.

I didn't even help because they can't get a signal. So we will have to be ingenious and creative in figuring out ways to, um, support these students, uh, with new learning as we move forward. And I'm gonna pause right there because I know that was very important to you as a board to make sure that we were reaching.

All of our students. So do you have any questions specifically about that mg and M and a earlier conversation? We, um, I asked the question and maybe now's a good time for it is we were talking about the, the trusted adult questionnaire that we did with students. And are we leveraging that for the folks?

You know, I know we had small numbers that didn't necessarily have trusted adults maybe at home or at school, et cetera, that we dealt with. You know, use the middle school, for example. Um, are we doing anything special? What, using that list, thinking that they're probably going to be struggling the most at home if they list it.

I don't have a trusted adult at home kind of situation. Um, or does that map opportunity for us to maybe focus a little harder with them. So I made a note of that because I haven't even thought about that. I bet our principals have, but if we haven't, what a great thing to go back to to help support, um, that networking and knowing which a student adult students connect with most, and maybe they could be the outreach and then providing extra supports for students who didn't have anybody.

So thank you for asking. Great point, Bob.

Okay, no other questions about that specifically. I'll go on and feel free to just interrupt me at any point. So, uh, I think the main point that I want to make, and I made this point to our staff, um, earlier this week, is that. You know, this is not business as usual, and I hear the words thrown around like distance learning or online learning, and I just want you to understand it's not that either.

Right? In both of those instances, people knew that was the platform. They had time to prepare the teachers and the students knew what to expect. What we are doing here is remote learning, mostly online in a crisis situation. And we're doing the best that we can. And there is, um. Many things to celebrate, like we are in better shape than a lot of districts because we already have an online learning platform with Schoology that was being widely used, if not used by everybody, and Schoology usage has increased and we have a lot of resources already ready to support students and parents in using that platform.

Um, we had the one-to-one initiative. So all of our students, whether they took them home or not, had school devices. So we really started with some good strengths that I think are really allowing us to be pretty successful in this new world. Can I pause you for a second about the devices? You may, so one-to-one.

Um, K K or U P K-12 or K-12. So we are one to one. One through 12. Okay. So, um, I know that the first graders did not take devices home. Was there a reason for that? Do they feel that they all have access. No. They're, the reason behind that, I think Ellen could speak to that more thoroughly, is that we didn't think, think that they would be able to utilize those without, um.

Uh, support and oversight, but that those are available to students if they need them. And I think Ellen reached out to parents saying, if you need one, if you don't have one. Okay, that's great to know. I mean, I clearly have a pretty tech heavy household and we're struggling, uh, with my first grader not having one because we're all on our devices.

Throughout the day. So I have to assume there are other families, um, in a similar situation at those younger grades, especially now that we have transitioned to a new content as of this Monday. Um, the, the length of time that the students are asked to participate seems to be. Longer than it was before, which is fine, but if people are struggling with devices, I think that that could be a struggle there too.

Yes. I made a note of that, Jamie, and, um, and Ellen just texted me that we can make sure those students have devices if they need them. Could you remind me, like our, our grade one and K devices, are those iPads, are those Chromebooks or computers? I don't recall what our lower end classes are. Kindergarten.

Um. Is iPads. So we have iPads at first and kindergarten, but we also have Chromebooks. Yeah. But kindergarten is not one to one with any device. Okay. And just out of curiosity, just kind of for my own edification, w which device is better for the first day, the first grade work? Are they better with an iPad because of the content or because it's Schoology and normal, like web content?

Is that better on a. Well, I guess a Chromebook is really just a web device anyhow too. It's not really, it really just depends on the work that they're doing. So, for example, I ready is better on

the, the Chrome device and, um, some of the apps that the kids use are better on the iPads. So the teacher teachers pick and choose based on that.

Um, I think Schoology is better on the Chromebooks. I would agree with that. Thank you. So any other questions? Nope. I have more. I'm just pausing for a second. So, um. We have set very clear expectations for teachers and students about what is required during this remote learning situation. And that varies by grade range.

So like Jamie, when you say it seems like more it might be, but we're definitely expecting a lot more independent time on task. Or our older kids. Then for our younger kids, and when we set those expectations, we set it as a not to exceed, because the feedback we were getting from families is that they were feeling overwhelmed and teachers were providing so many things just to be helpful and just to make sure kids had enough to do.

And so we're trying to strike that balance and making sure that the learning is happening, that it's moving forward, but that nobody is feeling overwhelmed. So for those families listening, um, there is a video available on our social media that clarifies expectations around remote learning. And if you have questions or feedback for us, please make sure you get it to us, either through the building administrators or you can certainly email me directly.

Um, we really need to hear from you how this is going so that we can better support you. Any questions about that part of the report? I think that's great. Um, I was hearing from a lot of families that they were incredibly overwhelmed and I don't even think it was the expectations. It was literally just like, how do I manage all of these communication channels coming at me?

Um, and so I think, um, as we continue to streamline and as families continue to give that feedback, it's great that, um, you know, Edmund team is listening and working. Um, you know, as we're in that, uh, Gary, what did you call it? Um. Budget flexibility mode. I think we also need to be in instructional and flexibility mode.

Yeah. I think we should just also, like I, I appreciate all of them. I think acknowledging that like kids and students and teachers and all that aside, everybody's working for, lots of folks are working from home, right? So there are folks out of work obviously, but there's lots of folks who have just moved their office to their house and I think folks are working, the folks that are doing that are working longer hours.

Right? You would think you were at a glass, but somehow it, it doubles. And, um, and that, that puts an added stress on those families as well. So I think that is a predominance. It's not that like teacher's expectations are too high. It's the volume and the, like, this isn't what anybody does for a living other than the teachers.

So it's extremely stressful. And, you know, um, I had a, an aside conversation, um, yesterday, my youngest son's teacher, and, um. He is only seven. Right? And so like his level of

independence is, I mean barely there, right. He can open up the Chromebook. He's using his brother's Chromebook. He can open it up, he can, um, maybe login, but he forgets how to spell Williamson element.

Terry, when you go to class link, you have to search for that first to get in and he can get w I, L, L and then, you know, we forget a few words. And so. I'm working from home and I'm continually taken off task to help him through his 60 minutes or 15 minutes a day or whatever it happens to be. And so we're finding we're really like front-loading at the beginning of the week and getting as much as possible so that he can do his thing.

And I can do my thing. I can focus on my work. And so, um, I hope, you know, that, that, um, I've talked to other families and other districts who have daily expectations and I think that that's incredibly difficult to meet. So these weekly expectations, um, I think are fit way better into people's schedules to allow them to work that around when they have flexibility.

Yeah. We had that feedback. So that's purposeful that people said, if we can get, you know, the work that needs to be done and then we can plan it out over the week. I completely agree. Um, I work now at home and it's, as much as I like to plan out my week of what's going to happen each day. Never follow step.

So there's days when I'm, you know, we can sit here and do two and a half hours on interrupted of school and other days where I'm like, well, I'll try again tomorrow. So I do definitely appreciate that flexibility. Um, and, you know, I did have some questions. Um, some of the learning, the distance learning and the elementary school was extremely responsive and, you know, everyone, you know, listened to the feedback.

I think there was some stuff about Schoology that. I probably didn't know that. Well just because my kids are so young and I really wasn't, there wasn't a lot of grades to check for kindergarten. So I think that, um, you know, think I'm video that was put out was super helpful and Mrs Hoodie was fantastic.

Getting everything out there and calling me and being like, okay, walking me through. So wanting to give props to that, you guys are really helpful. Yeah. I think the team here has just been wonderful and responding to questions, and if there's a bright side to this, it's that a lot of people are getting comfortable with our learning management system that really didn't play around with it before.

So, you know, moving forward that that might be a benefit. Um, and so, um. Giving people some kind of a centralized way, whether it's through a survey or even just a spot on the website where people could go give targeted feedback about this whole situation. Like, Hey, I'm having trouble with X or Y,

or something like that. We have a text. Issue request forms. So I would say that's the only thing that's centralized at this point, because each building is taking a little bit different approach on things. I think the best course of action is if anybody has any questions to reach out to the building administrators.

Um. At this point. And you know, just like with everything else, we're being flexible and things might change, but right now the building administrators are able to manage that and respond and support. So, uh, for this time, that's the best thing moving forward. If you have questions, if you have feedback, if you have problems, contact your child's building administrators.

And I would say email is the best way, although every office phone, uh, is checked daily. The messages so you can call the building office and leave messages. So the last thing I want to talk to you about is grading. And we've spent a lot of time talking about grading in a situation like this where, um.

You know, it is unprecedented and we have to remember that. And we have to understand that. So first of all, teachers are prioritizing, um, the standards that have not been covered yet this year. So we're not trying to get to everything. We're saying what's most important, what are the most important skills?

What is the most important knowledge that we need to. Reasonably cover from now until the end of the year. Mmm. And then they are prioritizing those four lessons and what we are going to do for grading. Uh, and please stop to ask for clarification any point through this because it's a little different depending on the grade span.

We are doing a semester grade or. Sixth grade through 12th grade. Um, so what that means is we are doing no third quarter grade because we went out too soon and people didn't have time to finish up, make up whatever grades for the third quarter. So those, uh, priority assignments are being moved to the fourth quarter, and the fourth quarter is actually going to become a semester along with all of the added things.

And, uh, for. Grades K through eight K through eight. We are going to provide all students with a semester grade of an E or an N and the E means there is evidence of learning. The student has demonstrated learning of essential curriculum covered and taught, and the end. Is not yet learned. The student has not completed assignments or, or work completed, does not yet demonstrate learning of essential curriculum.

So there's no passing a failing system. It's really just an indicator of. How the student is finishing out this year. Are they showing a strong evidence of learning around the standards covered, or do they have some growth yet to do? And by the way, the fortunate thing about K through seven is that next year's teacher, if we don't go back this year, him prioritize standards that weren't covered or go back and review things that we need to review to make sure our kids have that solid foundation in the priority standards.

So for K through eight, that is going to be our system, except for accelerated kids, which will fall into the next part of the grading that I'm going to explain to you. So are there any questions about the E and the N system

that seems like a good, a good, a good solution? Yeah, we want to be fair and we want to be generous and thoughtful. So. Speaking of credit bearing courses. So now we're talking about our eighth grade accelerated courses and our nine through 12 courses. We will be giving those students in numerical grade, but every student and their parents will know what is making up that grade and have the opportunity to revisit, redo.

Ask questions, get help. Um, we are, have had multiple conversations with our staff and Kate and, uh, Hillary. I've done an awesome job. Some of our high school teachers have helped really put together a fair and generous grading approach, and that's the mindset that we want to have. That it's a generous approach that we're doing no harm.

Um, to students because of this crisis situation that they have no control over, but we want to make sure that. Um, they get credit for the courses that they're completing. So, uh, they are going to get a numerical grade. I pause there. Oh, are you on know if you want to keep going before, before we jump in. I can keep listening even though I'm struggling.

So, um. We have, uh, like I said, had extensive conversations with teachers to ensure everyone has the same understanding about that. And as a fail safe measure, principals will review any semester grades that fall, fall below proficiency to determine that this was fair, equitable, and generous in mindset as it's intended to be.

Um, and we're also working, working on a credit recovery plan for those students who are not proficient. Um, at the, uh, end of the school year, so that they have an opportunity over the summer to earn that credit and start next year. Uh, where they should be. So grading specifics have not been shared with families.

For a lot of people, if they're watching, this will be the first time they've heard it. And this will be shared in much more detail and specifics with families next week. Uh, so now if you have questions about the grades, I can answer them. Yeah. A couple, a couple initial thoughts from, from me. Um, it feels like a bye.

And I, and I don't know, like tactically how this will happen. Um, by combining the third and the fourth quarter, we're giving a lot of weight to, um, like you said, this isn't distance learning. This is an online learning. This is a, at best trying to do something for a lot of people. Um, and I struggle to say why, like, I don't think we have to have a numerical grade in order to get credits.

Is that. Am I right or wrong with that, that numerical grades are not required. We would have to do a pass fail. Great. And, um, why wouldn't we consider a pet? Like, this seems like the folks, I

get it, right? Like I know I'm confident in the administrative team and the staff that fair and equitable solutions are their goal.

Like I never doubt that. I also know the grading committee work that I have sat on over the years, that that's not the outcome, right? Like that our intent and our outcomes do not always align and often don't align to be honest. Being candid and Frank with the conversations we've had. Um, I worry greatly that the outcome will not be what we think it will be.

And that is just, and it's going to give an angst and anxiety to folks who they don't need it at this time, and it's not going to add a lot of value. So I struggle with not doing pass fail. So there's a couple of things we totally. I looked into that and talked about that. So using numeric grades is what everybody's used to to move to a different system.

Some other districts are using one through four rubrics that count. Um, you know, how your participation and things like that. It's a move at a time that is so anxiety provoking to begin with, to a totally new system, we felt would only increase anxiety. And. Since people are used to the numerical grades, and that's the way they track how they're doing in a course.

We felt like continuing with that feedback loop of what people are used to would be the most informative for them. Um, and calculating pass fail. Really, when you think about it is not that different from the numerical. What you're saying then is we're going to do the numerical and then we're going to aside assign a pass.

Or, you know, what, 65 and above, and a fail for 64 and below. So you're, um, your thoughts are absolutely understood and we had tons of conversations about this at the ministry of level and with faculty and staff. Um, so we did talk about the weight of this time and making sure that it did no harm to students.

So we have had that conversation and we will be monitoring that. Um, from the administrative level.

Bob, you look like you have more to say. I always wanted to see, to be honest, I wanted to see if others had any other, like if anybody shared, maybe it's a good time for me to say. Does anyone share Mike like mg? I hear you. I trust you. I still am. Don't fail. Do not feel at ease with our, with our high school specific folks.

Nine 12 that, and I guess when you say, Oh, we're still gonna make a cut line on grading, I don't think we have to approach it with a cut line. I'm grading. It is. I think pass, fail can be a very subjective positive. Like basically it's going to be really hard to fail because it should be, and that, and I realize I would not, I didn't want, I wouldn't want the district to be like, I don't ever want to be in a district where we push kids through a system regardless of their ability.

Right. But I don't think that, you know, are this type of education program that we're trying, that you guys are trying to run it. Call it a program is, is generous. Right? Um, that, that warrants a, that shouldn't, I sat and I heard you say it shouldn't do any harm. Right? Like nobody should go backwards because of this.

Right? But I also know that like, you know, folks that really struggle sometimes the third and fourth quarter is their, is their chance to save their year. Um, and I, I worry about that set of student, like that set of students. And so, yeah, this is terrible. And maybe this is the year that folks that like people are going get a pass that might not have with numerical grades.

And I just really worry about that. And if you say to me, trust me, Bob and boards, we're going to do the right things by students, I will. This makes me very anxious. Yeah. I think that's what we're saying to you. And, um, I, I hear you, I understand what you're saying. We have so many conversations about this.

There are so many ramifications. Um, and we want to do what's right by kids. And we also heard from kids, uh, and some parents worried about averages and, and what does that look like on a college transcript? And how about, you know, calculations for top 10. There's just, there's just so many things. And so we felt that by sticking with what we know and are familiar with, but also with some very strong oversights and expectations set.

For generosity and making sure we're setting students up for success and doing everything we can to help them be successful that this is the right way forward. So, Bob, I can say aye. Anecdotally, I have two kids in high school, a freshman and a sophomore. . I have looked at their Schoology stuff. I've looked at all the communication that's come out from Kate and Hillary, and I think, um.

I don't want to call out one of my kids, but, um, I have one student who really needed to burn up an average or two. Um, this program I think actually gives him the opportunity to bring his grade up in a way that would have been much easier, less anxious, I should say. Then if he were sitting in school every day.

Uh, and anecdotally what I have seen from teachers across the board, middle school and high school, cause I don't have an elementary school kid anymore. Um. They're giving kids back. You know, what? You submitted this try again, this is with comments, lots of feedback. Um, opportunities to redo things, opportunities to relearn things.

Every teacher that my kids have dealt with has been. Extremely accessible, um, quick to respond. So, I mean, if anything, I think my kids are learning some communication skills that they may not have learned otherwise because, Oh, I can't get this to work or I don't understand these directions. Okay. Email your teacher or open up a chat with your teacher.

I had one today where one of my kids submitted an assignment. He clicked through all the links, submitted an assignment, and then found out that he did the wrong assignment. His teacher chatted back and forth with them and said, dude, this is not the right thing. However, skip the one he walked him through how to get to the right assignment.

Said, don't do the first part of the assignment. I'll give you credit for doing the one that you did because it was the same kind of problems, the same kind of math, the same skill, just a different assignment and move on to the second one. So I think that there, when, whenever he says they're being generous and they're trying not to harm kids, everything I have seen, I wholeheartedly agree with that.

I think their goal was to just expose the kids to the things that they would have been learning. Where are they in tool? We also know Bob, that there's a subset of kids who this is their year, right? If they pass the course, they pass the regions. They don't need to face that exam. And so again, we are giving every kid the benefit of that.

Um, that we can. And so I, I do feel like, um, I can give you a high level of assurance that we are going to do what's right for kids. That is our. Imperative and we need to live that right now and we will hold people accountable to that. Um,

I, uh, there was one other point I was going to make it. Oh, and when we talked about the grading work, I just see this kind of like everybody getting better at Schoology. Everybody, uh, even those teachers who maybe haven't thought about it in the past are doing a standards based approach. And offering, always the opportunity for students to redo work with feedback.

And we have prioritized feedback as the most important thing during this time for students. So, um, I hope that answered. I know it doesn't answer your question. I know you still have some reservations about it, but I hope that that sets you a little bit at ease to know that we really have been having these conversations across the board.

And I would just like to add or echo what Angela said from the two senior, the two high school students I have as well. And I even heard some complaining that they're busier now than they are when they are in school. So, um, good job. Thank you. Yeah, I think MJ, I appreciate all that and yes, I do feel better.

Um, I think, and then my head, and maybe it's more in my head than anything, right? I think of the junior year, which is the hardest, I think for everybody, right? That's the really tough year. Um, and lots of folks, you know, we still, I know when we, when we review academic reports, like first one does not look that great, and we talk about how hard it is, and then.

A recovery later in the year and those things. So I trust you guys will continue to pay attention. I just want to make sure you, you, you know, you got to hear, uh, my exam, my anxiety about it.

No. And, and I'm glad that you expressed that because that'll keep us honest and we'll stay on top of it. Um, so finally, I would just be remiss if I did not extend gratitude to staff.

Families and students for persevering and doing their best during this challenging time. Uh, there are so many unknowns and all I can say is we will continue to be flexible in our thinking and an end in our approach. We are always looking for feedback. So please let us know if you have thoughts about how things are going, how we could improve, or even just let us know that we're doing a good job.

That's also nice to hear. Sometimes. Mmm. And we are thinking of you, and we're here to support, so please don't hesitate to reach out

that now I'm done. Are you sure?

Okay. Onto item five a 10 year appointment. I need a motion to approve the tenure appointments of Mateo Alampi high school teaching assistant.

Maybe discussion. All in favor? Aye. Aye. Aye. Opposed? Passes. Five-zero. Congratulations. If you're watching, congratulations.

Okay. I need a motion to approve the consent agenda item six B through 60 as recommended by the superintendent. Second, any discussion.

Angela, were you happy with the change in the minutes? Okay. Yeah. Thank you. I think that more accurately reflects what we did during that time. I agree. All in favor? Aye. Aye. Aye. Opposed passes five zero. Okay. On old business item a, I need a motion to approve the removal of the policies as listed.

Any discussion?

All in favor? Aye. Opposed? Passes five. Zero. Okay. Graduation updates.

Graduation update. Well, you have that in writing there. So there's much seniors who had an on and off the fringe, um, all year, but are on track and can remain on track to graduate. Mmm one might struggle a little more than others, but that one would have an opportunity on during summer school, whatever that's going to look like.

Not that I need an answer to this, but just to kind of a, a question maybe for next time is, I'm assuming most most students have their, uh, community service done, but if anyone at this point is lacking that they're going to get a, uh, a free pass like the Regents this year and anything lacking at this point.

We will, we will do everything we can to get them to get them through. Um, I don't know how much community service they can do safely now with social assistance. Um, so, but maybe there are some creative things out there, so we'll work with Kate and Hillary to make sure that that happens. I know there was one creative idea sent out to students about sending cards and letters to people who are in nursing homes, and my sister lived in.

Yeah, that's a, that's a great idea.

Okay. Thank you. Thank you. Thank you, Kate for the updates. I know. Uh, I think I was the one that asked that question last time. Thank you. All right. Onto new business. Discuss the proposed dates for the 2020 2021 board of education meetings. Those are under public contents.

Mmm. When we talked about the summer day, originally, that calendar showed the reorg meeting on the eighth and then another meeting on the 29th this show is just one meeting in July, so we would not have the meeting on the 29th

correct? Correct. We readjusted, I'm a little bit, okay. But the dates, the retreat and all of that would stay at the same. Yes. I'll send a revised schedule for that. Okay. Thank you. Well, the only other one that I, um. Looked at when I was going through the calendar. I know we modified a meeting this year in October because of sectionals or winter sports.

Um, and it looks like we have that on the calendar for that same week in October. Do we want to either move it to the week before or adjust on the fly like we did this year? I think we just started the meeting later, if I remember correctly.

I think we should leave it as is and adjust on the fly if needed. Okay. I also reached out to newbie the end, because school is starting so late that I think things are pushed back a week, so I may not be an issue then. Okay. Great. Okay.

Yeah. Any other, uh, comments about. Yeah. Yes. Okay.

I need a motion to cast. Vote for a Michael Ellis for one seat on the wane finger lakes board for a three year term effective July one second. Any discussion? All in favor? Aye. Opposed? Passes by JIRA. I need a motion to cast one vote for Jeffrey Morehouse for a seat on the wing. Finger lakes, OCS board for three year term effective July.

One second discussion. All in favor? Aye. Opposed? Passes five zero. I need a motion to cast a vote for Anne Morgan to a seat on the wane for your legs. Suppose he's board for three year term effective July one don't move. Discussion. All in favor. Aye. Opposed passes five zero. I need a motion to approve the 2021 tentative administrative budget as part one of the Wayne finger lakes board of cooperative educational services in the amount of \$3,523,949 second discussion.

All in favor? Aye. Aye. Opposed passes five. Zero.

I need a motion to approve the general resolution for the purpose of participating in a cooperative bid coordinated by the board of cooperative educational services of Ontario, Seneca, Wayne, and Gates counties for various commodities and or services. So moved second. Discussion. All in favor? Aye. Opposed?

Passes five zero

Oh okay. Discussion for revision of policies, 64 90 and 7,200 regarding staff and student attendance awards. So we had a conversation about this regarding, um, as soon as this pandemic started, um, talking about, um, student and staff, um, attendance awards, and now maybe the time to, um, make a, a pretty big change there around how we handle that.

If you, um. Notice the policies have strikethroughs in them. Those would be the changes.

So under 64 90 that would be a removal of recognition for exemplary attendance and for students it would be removal of student recognition. And just to clarify, that means if we're changing the policy, it will stay as is for the coming years as well, correct?

That's correct.

Yeah. Those seem a reasonable, and I agree with keeping the rest of the policies intact as the air because there's a lot of good other features in there. I think those strikethroughs represent what we discussed.

Okay, so next steps for this, we have to actually put it on an agenda and approve the changes, or does it have to go reverse? No, it doesn't have to go to a policy first. So you can use today as a first reading and, um, next meeting as a second read and then vote to L to make the changes so we can waive the second reading and vote to make the changes the next meeting.

Yes. Do we need a motion to make a first reading and waive that reading with the changes? No, today was just discussion, so you can just wave the second reading at the next meeting and okay. Put it to a vote.

All right. Item nine a upcoming district committee meetings. We don't have any. There is one that I got today or yesterday that didn't make it on here on the 29th there's a wellness committee meeting. Yes. What time? Nine nine. He in in the morning? Yup. Okay. I can make that one. Angela,

thank you. And upcoming district events again, said, this is where we should see a huge list coming into may. Could I ask maybe, um, and maybe I should've asked this, an old business, so

I apologize. Um, any, any new updates on a budget vote date or elections or anything of that nature at this point? And I had a conversation with Heather Cole from Karen Forenza earlier this week.

We're just in a holding pattern. Um, the assumption is that they're going to hold the date on the ninth. No, that for sure yet. So we'll be waiting for an executive order. That executive order will, the vote dates, um, modified dates for, um, putting out announcements. And also should deal with, um, board elections right now.

Um, board members, incumbents or hopefuls, can't do petitions or, or, uh, you know, anything at all to apply where we were just in a complete holding pattern there. So she had hoped that. We would have had that executive order earlier this week, but we still don't have it. Thank you. I appreciate that.

10 closing items, board of education highlights.

Um, well, while I poked at the grading work with MGL. Ah, and I, and I appreciate all the insights. Um, I, you know, share, share the, the opinion of everyone that the district is doing a phenomenal job. Um, you know, I, I've had a couple interactions with a couple teachers who are working in dr on it as well, who are working hard to make sure all the students stay connected.

And it includes, we all have students in the district that includes mine. Um, so I greatly appreciate that. And, uh, I'm the recipient side of getting some of those contacts. And I know everyone I've talked to community-wide is feeling like our district is just continues to do a phenomenal job. I think we'd probably all echo the sentiments, Bob, so thank you for absolutely.

All right. Sorry. I wasn't sure if anybody else was going, so I was waiting to see if anybody else wants to say anything. Um, just to highlight that, I'd like to mention, um, I typically try to cover all areas and everybody is doing a great job as it was already mentioned. But, um, the. Hi, the senior advisors worked to create or have signs made for the seniors.

So I would just like to say thank you to, uh, the seniors, uh, actually senior high staff, um, any staff that helped make that happen. Um, I think that's great given the uncertainty of what is to come. Still trying to make it as special. So I just wanted to highlight that and say thank you.

great. Thanks, Monica. Anybody else?

Alright, uh, anticipated executive session. Don't think so. I have none. Okay. All right. I need a motion to adjourn.

All right. Thank you everyone. Thank you.

Kelly, can you stay on for a second? I have a question for you. Our live stream just came up on my Facebook feed.